



KNOWING MATHEMATICS FOR TEACHING: Implications for Professional Development

**Please join us
November 25
at 3:30 p.m. EST**

Deborah Lowenberg Ball, Dean of Education and William H. Payne Collegiate Professor at The University of Michigan and National Mathematics Panel member, will discuss findings from her recent work in mathematics instruction, including recommendations from the National Mathematics Panel Report. Dr. Ball was NECC's webinar guest speaker last April and returns by request of our constituents to continue the conversation.

The session will be facilitated by Fred Gross, Regional Math Specialist at EDC, and Kathy Dunne, Director of Professional Development at Learning Innovations at WestED.

Register now:

<http://registrations.rmces.com/>

Event/Form ID: Ball2 (not case sensitive)

Equipping mathematics teachers with deep mathematics content knowledge will require an extensive professional development effort. Mathematics researcher and former elementary classroom teacher Deborah Ball is known for her research on mathematics instruction, particularly on the mathematical knowledge teachers need. An expert on teacher education, she has developed survey measures for analyzing the relations among teachers' mathematical knowledge, the quality of their teaching and their students' performance. A principal investigator on the Study of Instructional Improvement, a large longitudinal study of efforts to improve instruction in reading and mathematics in high-poverty urban elementary schools, Ball also co-directs the Center for Proficiency in Teaching Mathematics and served on the National Math Panel.

We invite state leaders in mathematics instruction and assessment, higher education faculty in mathematics or mathematics education, mathematics leaders from state collaboratives, and district mathematics leaders to talk with Dr. Ball about her research, the recommendations of the National Mathematics Panel, and its implications for professional development.

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